

THE  
Connecticut Common School Journal  
AND  
ANNALS OF EDUCATION.

---

---

VOL. I.            HARTFORD, SEPTEMBER, 1854.            No. 9.

---

---

READING.

[THE following observations on reading, we transfer to our pages from a recent report on the Schools of Chelsea, Mass., by Mellen Chamberlain, Esq.]

It seems to us that reading, as an instrument of mental development and discipline, is somewhat underrated; and that its disciplinary power and quality should more fully appear, it may be well to observe some of those faculties called into activity in reading composition of only a moderately elevated character. To read a simple sentence so as to receive and impart with precision the meaning of an author, requires not only a clear conception of the absolute meaning of each word employed, but also the significance of each as modified by conventional usage; nor does the reader advance far without perceiving that sentences seldom stand independently, but as modifying each other. So that, to perform the simplest office of reading, requires a power of attention which, as it is one of the most rare and valuable of all, so is it also one of the most difficult of acquisition. But if we add to this the quickness of insight, imagination, judgment and taste, necessary to convey an author's meaning with correctness, elegance, and spirit, a combination of qualities is required, rarely found in a high degree of cultivation. That instruction, therefore, which is necessary to produce correct and finished readers, may be supposed to have a disciplinary power of great value.

There seems also to be an intimate connection between correct reading and correct thinking, and if it be true, as many suppose, that by far the largest share of our ideas come from books, it is of vast consequence that we read with habitual precision.

But to illustrate a generally admitted necessity, is of less importance than to lay bare existing defects, and to discover their remedy. A loud, clear and distinct enunciation, with proper pauses, inflections and emphasis, are auxiliaries of good reading; but even when combined they do not constitute it. Something more is required. Good reading is primarily an intellectual effort, the absence of which can not be compensated by any degree of artistic skill in the management of the voice. That adds greatly to the pleasure derived when employed to express those ideas which the mind has accurately perceived; but the first step is to acquire the precise significance of the words used by the author who is read; and it is that point to which we ask attention—the habit systematically and invariably formed and cultivated, of studying the meaning, power and use of the words of the English language.

It may be justly said that no well constructed reading book is beyond the comprehension of the youngest child for whom it was designed, when instructed with the same degree of care as in other books usually denominated studies; and it is the restricted application of that word *studies* which seems to indicate the omission to be supplied. It is true that letters, words, reading, spelling and composition receive a large share of attention in school. Dictionaries are in common use, and grammar is on the list of books prescribed; and so long as this is the case, it can not be said without qualification that the English language as a study has never been introduced into common schools. But may not the qualification be allowed its full force, and there still remain a great deficiency to be supplied? It is not an inconceivable case, that a person who was once familiar with a foreign language, but who, from long disuse, has now lost all vestiges of the meaning of its words, nevertheless, may be able correctly to read, spell, and give the syntax of a sentence or page, which in all other respects shall be a blank to his comprehension. Such an illustration, while extravagant as to the degree, is true as to the nature of the deficiency which exists in the best schools in the Commonwealth. Every child receiving instruction undoubtedly attaches some meaning to what he reads; but how many who can read, spell and analyze each sentence, could, if required, give the precise meaning of each word, as distinguished from its synonyms, and accurately state

the line of thought marked out by the author? And yet any method of reading less exact than this may be considered imperfect without setting up an attainable standard of excellence. Teachers are the first to perceive, and the most earnest in deploring the deficiency; but the remedy, if one exist, is so fundamental in its nature that they may well hesitate in its adoption without a full discussion of any proposed plan and its sanction by the public.

If the value of the study of the English language in its connection with reading, and the existing deficiency in this respect, have not been exaggerated, it would seem that the consideration of the remedy can not be too early commenced, nor be pursued too earnestly.

Beginning with the youngest children in primary schools, we find that instruction commences with the form and power of letters; and when these are taught, they are then combined into words, and these last into sentences. This instruction is systematic, daily and continuous, until the child knows and is able to pronounce words wherever he finds them. But if we ask what idea he attaches to these words, the real nature of the difficulty appears. Of many he has not the remotest idea of their significance; of others, and such chiefly as are used in common conversation, his notions are loose and inadequate—depending somewhat upon his associations; and as to the balance, his conceptions may be clear and well defined. And this deficiency exists because such instruction has not been made a part of his education. But suppose it had been otherwise; suppose that instruction in both respects—that is, not only in the name but also in the meaning of words—had been equally systematic and equally continuous, would the deficiency exist in the same degree?

There may be difficulty, without doubt, in accomplishing what is proposed; but is there greater difficulty in one case than in the other? Consider how many times a child requires to be told the name of a letter before he learns it; and with what painstaking he becomes able to distinguish it from other letters of similar form. And, so too, when spelling becomes a part of his instruction, how patiently he is corrected, and encouraged to try the second, third and fourth time, before the teacher's assistance is afforded. Suppose, then, that a child who is able to recognize and pronounce words, should be required with equal painstaking, systematically and invariably, to attach to them a meaning, or rather the precise meaning which they import; and this, we repeat, not occasionally and for a short time, but during the whole period he remains in school, with such variation in the mode as his progress requires. This would be

in some sense, a study of the English language; and whether effectual or not, one thing is certain, if we may credit the testimony of many witnesses, that no one ever became a master of the language without some equivalent study.

If such a mode of teaching should be thought well of, its value would depend very much upon its accuracy, and would require attention in a new direction on the part of those instructing children. In applying such instruction, as no teacher is satisfied with a mode of spelling which is only approximately correct, so in determining the signification of words, equal exactness would be required. This hardly needs illustration; but as an example, in spelling the word *book*, the omission of the recurring vowel would hardly pass unchallenged; nor should its definition, unless so stated as to exclude newspapers, pamphlets, handbills, and the various other forms which printing assumes.

If this instruction were invariably to accompany each reading lesson—and the suggestion contemplates nothing less—the teacher might find it necessary to begin with those words which are susceptible of a precise definition within the comprehension of the pupil, leaving for a more advanced stage such as fall properly within the province of grammar.

The foregoing observations have been thus far confined to the English language in connection with learning to read; but they have a wider application. Conversation stands next to the books we read as a means of acquiring ideas; and as an instrument for influencing the opinions of others upon subjects which most generally interest mankind, it stands first. It is a power susceptible of high cultivation; and though it may be questionable whether it can be introduced into schools, in form, as a branch of education, yet it is practicable, to require that in ordinary intercourse between teacher and scholar the use of language shall be entirely accurate. The suggestion goes further than the mere correction of gross inaccuracies of language, and extends to all slovenly and inelegant forms of speech and inadmissible local idioms. To be of any value, the correction should instantly and invariably follow the error; it should be specific and not general; nor is it sufficient to point out what is faulty, without at the same time supplying the accurate form, and insisting upon its repetition until it is firmly fixed in the mind of the pupil.

The third inquiry connected with the study and use of language is, whether it would be found practicable to insist invariably and

rigidly, that all answers to questions in whatever branches the pupil may be pursuing, should be rendered with entire accuracy of idea and expression, even though the pupil may have stated them substantially, and the teacher perceive that he understands them fully?

The final observation upon this subject relates to composition. This is ordinarily postponed to a late period in the course of education, and usually consists of a required number of lines or pages upon a set theme, which, when finished, are subjected to an examination, more severe in some schools than in others, but ordinarily confined to errors of orthography, punctuation, and the obvious misuse of words. It would certainly be laborious to extend a careful examination to the structure of sentences as well as the words and idioms employed; to strike out superfluous thoughts and expressions; to fix a condemnatory mark upon instances of inflated rhetoric and the manifold errors which disfigure composition; and it might be regarded as a special hardship if the theme, after such criticism, were required to be rewritten by the pupil. But if the best intellects have found some equivalent painstaking necessary to give them command of a diction exact, copious, and elegant, it is difficult to perceive how it can be dispensed with by such as claim only the common endowments of nature. The main difficulty, however, is not to discover such modes of cultivation as will produce favorable results when applied to a single individual, or to several; but to devise some systematic method by which each member of those large classes will surely be reached who received their sole instruction in public schools.

---

#### WHAT THE PUBLIC SCHOOL DOES.

##### A FACT TOLD IN VERSE.

WHEN the western sunshine, streaming  
Through the open school-room door,  
Fell with warm and golden gleaming  
On the ceiling and the floor,—  
Came a child, alone and sad,  
Weeping where all else was glad.

Wearied out with early sadness  
In a home where want and care  
Left no trace of childhood's gladness  
On the face so pale and fair,—

Brushing back a falling tear,  
Stood the child among them here.

Near crowded street or still wildwood,  
Through all our pleasant land,  
Ring the tones of happy childhood  
From many a merry band ;—  
To each sad child sweet voices call,  
“ Here’s room and love for all,—for all.”

And little hands were folded there,  
And glad bright eyes were closed ;—  
From childhood’s warm, sweet lips a prayer,  
In pure, low tones, arose ;—  
The child, so sad when day began,  
Grew happy ere its hours were done.

Many times the summer flowers  
Bloomed within the woodland wild,  
Till the swiftly passing hours,  
Brought no more the little child ;—  
Other hands there learn to fold,  
When the sunlight falls in gold.

Far away his steps are straying  
From that pleasant school-room door ;  
Many lips his words are saying,  
On a far-off, distant shore,—  
Weaving for that humble name,  
Wreaths of green and deathless fame.

He is where bright flowers are twining  
With the citron’s fragrant leaves ;  
And the southern sun is shining,  
On the wreaths that summer leaves ;—  
While, around, the Ocean smiles,  
Mirroring back his Grecian isles.

It is for him to soothe the sorrow  
Shrouding dark a world so bright,  
Telling of a happier morrow,  
With its rays of golden light,  
Leading with a trusting love  
Unto a fairer home above.

LAUREL BROOK, N. H.

JULIET.

## THE BIBLE AS A SCHOOL-BOOK.

THE design of the present article is, to state a method of using the Bible, in school, which the writer considers wholly original, and of great practical value. It is the method of reading it which is recommended in Fowle's Teacher's Institute, but modified by the difference of version. The latter is the novel feature.

The school is supplied with the English Bible, of King James' version, the history of which, it is not relevant to our present purpose to give; all, even down to the youngest pupil, capable of reading, having a copy in hand, as the exercise commences.

The teacher employs another version, which, as respects its fidelity, and closeness to the original books, is very extensively regarded, as of high authority.

All thus furnished, the object of the school is, so to read the word of God, in the allotment of time it receives, as, most happily, to elicit the sense and spirit of the selected passage, with the design of impressing at once on the mind a critical knowledge of its text, and on the heart a saving knowledge of its divine truths.

The method of procedure is as follows: the teacher, or a pupil designated for the purpose, states the passage which is to be considered, and this should usually be a short paragraph, extending from five to fifteen or eighteen verses. The teacher reads. He observes, carefully, the rhetorical pauses between the successive phrases of the verse. Without resting on these so long as to break up the order of connection, he yet allows, at each pause, an interval sufficient for the prompt and eagerly attentive pupil, to give the different words, or different collocation of words as they stand in the Bible of the latter. This is the essential point of the comparative reading. It gives the differences of translations in immediate contrast, face to face, with the vital energy of rival enunciation, instead of the comparatively dull parallelism of printed variations, side by side, on the page, presented to the eye alone.

The method now suggested above engages actively the eye, the voice, the ear. It calls on them under auspicious circumstances. The results will be stated hereafter.

With the view of a practical illustration, I open the two Bibles, lying on my school desk, to the right, and, turning, if you please, without previous consciousness of any special preference, to the third chapter of Ephesians, present the results of such a comparison,—indicating, but imperfectly, yet perhaps intelligibly, the charm



of its working in a sympathetic, and genial school,—omitting all verses, and clauses which are exactly alike.

Eph. iii. verse 2. You yet—ye : to you-ward—toward you.

3. According to revelation, the mystery has been made known—By revelation he made known unto me : as I wrote afore in few words—as \* have written above in a few \*

4. Whereby, when ye read, ye may understand—as you reading, may \*

5. \*—Generations—ages : made known—known : to—unto : unto the—to his : in—by.

6. Partakers—co-partners : Christ—Christ Jesus :

The number and amount of the variations given in this brief specimen will evince the value of such a critical reading of the Scriptures.

The advantages which, in the experience of the writer, flow from a criticism of the common version, are, in part, the subjoined.

1. An increase of interest in reading Scripture. It has stimulated some of the most indifferent. The keen eye, like that of a hawk, or eagle, with which a variation is sought, the glad tone of success, in presenting one, when detected, the desire to excel others, in the skill of this close reading, all combine to heighten the ardor with which the pupils follow the teacher's voice.

2. The avoidance of mechanical routine. Scripture is life, is power, is truth. It should be read accordingly. Here is a means of constant freshness.

3. The better understanding of the paragraph. This is studying a good harmony (Robinson's) of the gospel narratives. Is not this all important ?

4. The indirect, and constant appeal to the original tongues. How many untaught readers of the Bible regard the very words, and, pauses, italics, and chapter heading, (if there is any,) as *the very word of God itself*, superstitiously clinging to the letter, even if ignorant of its spirit, and force. This evil of a blind devotion to paper and type is thus happily displaced, and forever, from the mind of the young, for the better view to become dominant, that it is *what* the All Wise hath said, that should command our supreme regard,—not, *how* it has been communicated, or conveyed. "Is not the life more than meat ; the body, than raiment ?" Modern infidelity aims to kill the dead languages—thanks to the living God of truth, these live yet, as depositories of eternal wisdom and of life.



A trial of the method now presented will be the effectual mode of deciding on its applicability and value, in any particular case.

5. The exaltation of the Bible to its due place as the standard of moral and religious culture, as well as a means of intellectual improvement. On this, it is not our purpose to enlarge. It is left to the reflection of the candid and discriminating reader.

Certain it is, in conclusion, that whoever, on trial, may find this method as well adapted to the circumstances of a given position, as teacher of a school, or head of a family, as the writer has found it to his own, will not readily forego its advantages, but will prize them beyond all previous conception, and the more, as he perceives, that the great conclusion to which they tend, is the careful perusal, and the reverent love, of God's Holy Word, as "the man of our counsel," and "the guide of our youth." It comes with new power as if heard in the trumpet and earthquake of Sinai, as if seen in the pangs of the garden and the cross, as if read by the light of the descending throne, amid the clouds of heaven.

L. W. HART.

BROOKLYN, L. I., July 7th, 1854.

---

#### THE POWER OF COMMON SCHOOLS.

THE following eloquent extract is from Horace Mann's Inaugural Address.

"For augmenting the aggregate amount of intelligence and mental power, in any community, the grandest instrumentality ever yet devised is the institution of Common Schools. The Common School realizes all the facts, or fables, whichever they may be, of the Divining Rod. It tries its experiments over the whole surface of society, and wherever a buried fountain of genius is flowing in the darkness below, it brings it above, and pours out its waters to fertilize the earth. Among mankind, hitherto, hardly one person in a million has had any chance for the development of his higher faculties. Hence, whatever poets, orators, philosophers, divines, inventors, or philanthropists, may have risen up to bless the world, they have all risen from not more than one-millionth part of the race. The minds of the rest, though equally endowed with talent, genius and benevolence,

have lain outside the scope of availability for good. These millions, with the exception of the units, have been drudges, slaves, cattle—their bodies used, their souls unrecognized. Ah, nowhere else have there been such waste and loss of treasure, as in the waste and loss of the Human Faculties. All spendthrift profusions, all royal prodigalities, are parsimony and niggardliness, compared with the ungathered, abandoned treasures of the human soul. As civilization has advanced, perhaps one child in a hundred thousand, and, in more favored nations, one child in ten thousand, has been admitted to the opportunities of knowledge. Forthwith, the men capable of constructing the institutions or the engines of human improvement and adornment appeared; and in numbers, too, far beyond the proportionate share of the constituencies from which they sprang. But if, instead of striking the fetters of prohibition from one in a hundred thousand, or from one in ten thousand, those fetters are stricken from all, and incitements to exertion and aids to self-development are supplied to all; then, immediately, quick as water gushes from unsealed fountains, Shermans rise up from the shoemaker's bench, Beechers come from the blacksmith's anvil, and Bowditches and Franklins from the ship-chandler's and the tallow-chandler's shop, and a new galaxy shines forth over all the firmament of genius. These are truths which the uneducated nations do not understand;—truths too, which the caste-men, whether of birth or of wealth, do not wish to understand.

"It is in this way that the Common School awakens talent, and sets it in motion. And when once the inward impetus of native talent is aroused, you may as well attempt to stop the whirling of a planet, as to arrest the possessor of that gift. Then comes the function of a College, to guide, replenish and speed it on in its immortal career.

"And here open upon us the great utilitarian views of education, as a preliminary to its higher and noble spiritual functions. As we survey the present condition of the world, and look forward to the well-being of posterity, we find problems to be solved, which virtue alone can never solve, which piety alone can never solve; but for which only knowledge, talent, genius, that is, intellect, can furnish the solution. The coming generations are to be fed, clothed and sheltered,—not miserably, as the aborigines were, by the precarious chase, or the earth's spontaneous growths; not in skins and caves; but with abundance and certainty, with comfort and elegance. The heathen humanity heaped up in all our great cities, six stories high,—in Edinburgh, I have seen it eleven stories high,—the wretched in-

mates of the Irish mud-house, of the Hottentot kraal and of the Tartar tent, are to be provided with a decent home for every family. Mankind at large are to be educated, not a few beloved Benjamins, but all the sons,—AND ALL THE DAUGHTERS TOO,—and all inconceivably above our present standards. The libraries of which our cities are now proud, must exist in all our towns. Apparatus for explaining the wonders of nature, museums, cabinets, gardens, such as now enrich our colleges, must be the possession of our schools.

"The means of mental and moral growth must come and stand around our children and youth, unasked and unpurchased, as air and light now come to their cradles. All heathen lands are to be civilized and Christianized; and what we now call civilization and Christianity are to be purified and elevated into forms indefinitely higher than at present prevail."

---

#### FEMALE EDUCATION.

AMONG the noticeable tendencies of the times, not the least gratifying to all those who comprehend its intrinsic value and necessary bearing, is the deep and universal interest now felt in the subject of Education. It is one of the most important social questions of the present day. Its discussion agitates the public mind throughout the length and breadth of our country; and one and all agree as to the necessity for the most extended and most efficient educational system. Nor is this a matter of surprise; for in a country like our own there is no surer safeguard for the political and moral well-being of its citizens than the universal education of its rising generation. Nor is it felt that this necessity of education rests with any particular class. Once it was considered by some, inimical to mercantile interests and irreconcilable with common duties to educate those who had to live by the labor of their hands. But happily this absurd notion has been exploded; and we now recognize the right and duty of Education for all classes of the community, without distinction of caste or sex. This idea has now thoroughly permeated the popular mind, and the children of our tradesmen, our artisans, our merchants, our manufacturers, may, and *do* all attend the same school, and may acquire a thorough and efficient education.

In our city, the educational facilities for the female are equal to, if not better than those for the male. Mrs. Willard's seminary is one of the oldest and most deservedly popular seminaries in the country. I am not an advocate of Woman's Rights, (as popularly understood,) but I do advocate the thorough *proper* and *practical* education (which I fear is not obtained in all our boarding-schools) of those who are to have the moulding and training of those pliant minds which are to wield the future destinies of our nation.

"It is to mothers and to teachers, that the world is to look for the character which is to be enstamped on each succeeding generation; for it is to them that the great business of education is almost entirely committed. And will it not appear by examination, that neither mothers nor teachers have been properly educated for their profession?" Is it not the *profession* of woman to form immortal minds, and to watch, to nurse and to rear the bodily system, so fearfully and wonderfully made, and upon the order and regulation of which, the health and well-being of the mind so greatly depend?

But let most of the sex upon whom these arduous duties devolve, be asked if they have devoted any time and study, in the course of their education, to a preparation for these duties.

I apprehend almost every voice would respond,—“No, we have attended to almost everything more than to this. We have been taught more concerning the structure of the earth, the laws of heavenly bodies, the habits and formation of plants, the philosophy of language and the art of cutting awkward capers to music, than concerning the structure of the human frame and the laws of health and reason.”

This is not as it should be. Woman instead of aspiring after the political honors and employments of man, or aspiring to be doctors, lawyers and merchants—should be content with, and better prepared for amply discharging the duties of her more appropriate sphere—a sphere in which, if rightly exercised, she has an influence upon the future destinies of the nation, greater than that of her apparently more potent lord. To her it belongs to mould the character, and fix the habits of those who are to wield the future destinies of man, and the character of the future will depend upon the character and habits of those whose are under her training to-day.

When I commenced this communication I intended to say something upon the art of teaching, but my sheet is filled. That, next time. Till then, adieu.

PELOPIO.

TROY, N. Y.

## VENTILATION.

WE were very much surprised to find that the ventilating apparatus which had been introduced into some of the most modern and expensive Boston school-houses, has proved an entire failure. It has been found that ventilating flues, placed in the outside walls, unless they are heated by the furnace, are never of any use. The only exception to this rule is the case of flues placed on the south side of a building, the air of which sometimes becomes sufficiently heated by the sun to produce an upward current. Even flues placed in the inner walls, which are not connected with the furnace pipes, operate very irregularly. In damp, muggy days, when the air outside and inside is nearly in equilibrium, they do not work at all. They therefore fail just when most needed. It is well enough to open such flues, for occasional use. But they can not be relied upon. The only sure method is to run the smoke-pipe from the furnace through the ventilating flue. The heat from the pipe will warm the air in the flue and produce a powerful upward current. A slow fire of coal screenings made in the summer season, sufficient to heat the pipe slightly, will secure a constant change of air, and will create a breeze far more grateful than that of the huge fans of the Persian boudoir.

Two openings are made into the ventilating flues from the school-room, one near the floor, the other near the ceiling. In the winter the unbreathed air as it comes from the furnace, is hotter than that which comes from the lungs. Of course it rises at once to the ceiling. Now if the ventilator be opened, as it often is, at the *top* of the room, the effect is to take off the warmest and best air, while the cold and foul air remains near the floor. If, however, the ventilator near the floor be opened, a strong current is at once established, which carries off the foul air as fast as it is created. In the summer the air from the lungs is warmer than the air of the room. Then if the upper ventilator be opened the foul air will pass off at the top. The design is to supply to each person four cubic feet of fresh air per minute. If the flue is heated, it is estimated that a flue fifteen inches square will suffice for fifty scholars.

It is very plain that more fuel will be required to warm a room which is well ventilated than will be necessary for one which is closed. Indeed the old idea of heating the *room* is abandoned.

The object is to heat air enough for the consumption of the occupants. They are not compelled to breathe poison for the sake of saving heat. As was remarked to us, "We should not commend the

economy of a woman who should insist on using her dirty suds over and over again, for the sake of saving fuel and soap; we should say she lost more than she would gain. So with the children. To save a little fuel, we insist that they shall be stupefied and irritated with poisonous gases; we prepare their throats for inflammation the moment they reach the open air; we sow the seed of disease and death."—*Examiner*.

---

#### DO CHILDREN NEED VACATIONS?

THE reasoning of your correspondent on this subject, in the Feb. No. of this Journal, page 56, seems to be founded upon the old, exploded theory of teaching, that the business of the instructor is to "pour in" rather than to "draw out." And yet, though I know nothing of his particular methods of teaching, judging from the station he occupies and other concomitant circumstances, probably no man among us, would more vigorously oppose all such miserable delusions, than he himself.

If the minds of children while in school, were to remain comparatively inactive, and the mind of the teacher alone to labor and toil from morning till night, there might be some ground for such assertions as the following. "But not only are vacations needless, as far as pupils are concerned, but often absolutely harmful." "The children themselves, need no vacation whatever." But I acknowledge no such operation to be *teaching*, in any true sense of the word. I acknowledge no man to be in any reasonable sense a teacher, in this enlightened age, who has not learned the secret of alluring children into the business of study and investigation, to such a degree that ere they are aware, they are laboring with something of the same activity of mind and energy of character, that the teacher himself manifests. Even admitting that the scholar's mind is to be active and not passive in the school-room, yet if it is to be only a drowsy, half-earnest and half-dreaming activity, I should rather that scholar, if he were a son of mine, were following the plow, or clearing up the wild woods of Nebraska, than thus smothering his very existence and losing all traces of his individuality, in a dungeon-like school-room. For while buffeting wind and storm, and



struggling against the hardships peculiar to frontier settlements, and learning to shift and plan and contrive for himself for a very subsistence, he would be establishing and constructing for himself a character, which, though uncouth in some of its phases, would nevertheless carry with it ten times the power and energy of one who had roasted and vegetated before a huge fire, with so little life as scarcely to know whether he was in the body or out of the body. I should rather a daughter of mine were left penniless to obtain her education among the spindles of Lowell, than to grow up in the obscuring darkness of any such school as I have supposed.

Neither is there great difficulty, in kindling such a zeal and lighting such a fire in the breasts of children, if the teacher has a living soul within him. The wonder has long been to my mind, how the living teacher could lead his pupils along the paths of science, all glowing as they are with beauty and glory, and in any way prevent such a fire from kindling in their breasts. For children have naturally a love of knowledge within them that only needs to be touched by a skillful hand, to kindle it into such a passion, that nothing but seasonable vacations, and a change of pursuits, from time to time, would prevent them from being early sacrificed to this passion for knowledge. And I have often met with those among my scholars who were thus sacrificing themselves by close application and confinement to study. And I have been compelled from time to time to caution and check their zeal. And I have had to say to their parents that their children were in danger. And some have had to be kept from the school by the strong hand of parental authority, notwithstanding their own tears and entreaties to the contrary.

These things are not peculiar to any one school. There are schools all over the land, I will venture to say, where such scholars can be pointed out. Such cases are often met with in after life. And is it unreasonable that we should meet with them also among children? It is true that where schools are badly conducted, they are few and far between. But where schools are wisely conducted, and "children are properly taught," they are of frequent occurrence. And well they may be, for every child has within him a living soul, that is by nature all alive to knowledge the moment that knowledge is presented in an alluring form.

This then is what I mean by children being "properly taught." It is that they be learned to teach themselves. It is that their studies be made so enticing to them, that every scholar will be hard at work of his own free will, at every opportunity. So that the teacher's



labor will soon be to a great extent confined to removing here and there a difficulty, pointing out the path to them in advance, and sometimes holding in check those who are disposed to go too fast for their physical strength. And in such a school, scholars will need a vacation scarcely less than the teacher. I have not drawn toward the end of a term, for the last five years, without seeing the most unmistakable evidences, that many among my scholars, began truly to feel the need of vacations.

The great trouble with very many teachers is, that they wear themselves out, in attempting to do the labors of themselves and of some forty or fifty scholars at the same time. They labor and toil to make scholars understand subjects, on which those scholars have bestowed no previous study. It is well for teachers to point out in an advance lesson, at the time of giving it out, the hard points—the important points—the interesting points—the blind points, and so on. Thus sometimes by five words, the teacher may awaken an interest in a lesson, that will secure hours of close application to it, on the part of the scholars, before it comes up for recitation. And where that has been done, a very few words of explanation from a teacher will be of more profit to the class, than hours of hard labor, on his part, before the class have investigated the subject.

I am fully aware that my remarks on this subject apply with much more force to the members of grammar and high than to those of primary schools. But it must be remembered that the same object is to be aimed at in all teaching; viz., not the loading of the memory with facts, but the unfolding of the powers. Much more should this be true in early life than in after years. This should be kept in mind in the earliest dawns of intelligence. This should be painted in glaring capitals on the walls of every primary school-room. And the same should be kept ringing in the ears of teachers, as long as they follow this vocation. I say this should be the chief aim in early life. For all the child can then use to advantage from his memory, is a few of the simplest symbols of knowledge. And it is not until he has passed through many years of close and accurate training, and skillful unfolding of the powers, that he can take facts in general and draw conclusions from them.

But farther, in regard to the harmfulness of vacations, the view I have taken of the subject, meets that objection at the same time that it furnishes the reasons for the necessity of vacations. For since storing the memory should always be made of secondary consideration, the child, "if properly taught," will not suffer seriously

by what he will forget, during a reasonable vacation. It is only on the "memory system" of teaching, so to speak, that this objection will have any great force. And the very fact that children have been "properly taught" will insure a spirit in their minds, that will lead them to be learning from some source in vacation as well as term time. This is the highest perfection of teaching.

It must have been discovered by the reader ere this, from what I have said already, that I have no very exalted opinion of that teacher who can make study so easy for the scholars that they will never know weariness. For such seems to be the idea conveyed in the remarks from your correspondent, that led me to write this article. Such a system of teaching might make intellectual dwarfs, but never men. Much less would it make such giants as are needed in the fast oncoming struggles between truth and error in this country and throughout the world.

Such schools as I am demanding may be called "stimulating institutions," or by any other name you choose. But nothing short of this will call on all the energies of the soul. No other course will raise up independent and accurate thinkers and reasoners, such as can battle manfully for the right, and be prepared to grapple with and overthrow every enemy of man. That scholar that never learns anything except during the six allotted school hours of the twenty-four, will never set Connecticut river on fire, or perform anything else of great notoriety. I would say then in conclusion, that every scholar, even to the youngest, "if properly taught," most imperatively demands vacations of some kind.

SOUTHINGTON.

G. B. D.

---

#### VALUE OF A SCHOOL-MASTER.

THERE is no office higher than that of a teacher of youth, for there is nothing on earth so precious as the mind, soul, and character of the child. No office should be regarded with greater respect. The first minds in a community should be encouraged to assume it. Parents should do all but impoverish themselves, to induce such to become the guardians of their children. They should never have the least anxiety to accumulate property for their children, provided they can place them under influences which will awaken their faculties, inspire them with higher principles, and fit them to bear a manly,

useful and honorable part in the world. No language can express the folly of that economy, which, to leave a fortune to a child, starves his intellect and impoverishes his heart.—*Channing.*

---

#### WASHINGTON AND WASHINGTON IRVING.

THE following incident, says the Buffalo Courier, was narrated by Mr. Irving:

Mr. Irving said that he remembered Gen. Washington perfectly. He said there was some celebration—some public affair going on in New York, and the General was there to participate in the ceremony. “My nurse,” said Mr. I., “a good old Scotch woman, was very anxious for me to see him and held me up in her arms as he rode past. This, however, did not satisfy her; so the next day, when walking with me in Broadway, she espied him in a shop; she seized my hand, and darting in, exclaimed in her bland Scotch, ‘Please your excellency, here’s a bairn that’s called after ye!’ Gen. Washington then turned his benevolent face full upon me, smiled, laid his hand upon my head, and gave me his blessing, which [added Mr. Irving, earnestly] I have reason to believe has attended me through life. I was but five years old, yet I can feel that hand upon my head even now!”

---

#### ANTIQUATED.

OCCASIONALLY one may meet with a certain kind of old-fashioned people, who can not be made to believe that the world has made any improvement within the last quarter of a century. The way in which things were done twenty and thirty years ago was the best possible way in which they can be done. They see no improvements in modern farming over the style in which their grandfathers farmed it. Worn-out fields may put on the most beautiful verdure or bear the finest crops, yet they can see no evidence of superior tillage. All the virtues of bone dust, guano and plaster, the theory of the rotation of crops, and in short, all the talk about scientific farming, are “fuss and feathers” in their estimation. This class of old-fashioned people don’t believe in the utility of telegraphs and railroads in the

long run. Once a month is often enough for them to learn the news; and three miles an hour is in their view the maximum rate at which people can travel with safety.

We were somewhat surprised last week to learn that some of these old-fashioned people were in the State Legislature. It sometimes happens, but not often, that they have the opportunity of praising old institutions at the expense of the present ones in such a body. People are generally so well satisfied that these times are better than the times of their grandfathers, that they do not often knowingly send such old fogies to the Legislature. But it seems they do occasionally. Last week, when the subject of making an appropriation to the State Teachers' Association was under discussion, one of these old-school gentlemen got up and observed that he "doubted whether much improvement has been made in this State by modern innovations in school-teaching," and another then declared, in the honesty of his heart, that he "did not regard our public schools as any better than they were twenty years ago!" These gentlemen are unfortunate. They can not see a thing that is right before their face and eyes. They can not comprehend that a neat comfortable building is better than a woodshed, that Daboll's Arithmetic does not embrace the whole of mathematics, and that all the qualifications of a school-teacher are not comprised in the ability to "read, write, and cipher." If they are contented with their view of things, everybody else ought to be contented too. We are glad they have so good an opinion of the school-houses where the winds used to play if the boys didn't, of the hard benches where the easiest position was not a perpendicular, and of the system which owed its success to the virtues of birch and hickory.—*Constitution.*

---

#### AMERICAN INSTITUTE OF INSTRUCTION.

TUESDAY, August 8.

THE twenty-fifth annual session of this association commenced at Central Railroad Hall, Providence, at ten o'clock.

The President made a brief introductory address, congratulating members upon the success of the association, and the progress and great excellence of the present system of education in this country. A somewhat extended series of welcomes was then gone through with, by John Kingsbury, in behalf of the Rhode Island Institute of

Instruction, by whom the arrangements for the present anniversary were made; by Mr. Potter, Commissioner of Public Schools, in behalf of the teachers of this State; by Prof. Gammell, in behalf of the School Committee of Providence, and by Dr. Caswell, in behalf of the faculty of Brown University. Prayer was offered by Rev. Samuel Wolcott, and a hymn sung by a choir under the direction of Mr. Clark, the teacher of music in our city schools. After which the President introduced Dr. Wayland, who delivered an able and carefully prepared discourse upon the changes in our system of education during the past twenty-five years, with some suggestions for further improvements in the mode of teaching. The changes chiefly dwelt upon, all of them in the way of progress, were the system of gradation in schools, hardly thought of twenty-five years ago, and yet indispensable to success in teaching; the improvements in school-houses, so necessary for health and comfort, for the success of which the speaker said we were mainly indebted to Henry Barnard, late Commissioner of our Public Schools, to whom a high and just compliment was paid; the introduction of good books and suitable apparatus for teaching the physical sciences, the elevation of the profession of teachers to a position of respectability in society, and especially the employment of women in an occupation for which experience shows them to be preëminently fitted. We do not attempt even a sketch of this very creditable performance. It occupied upward of an hour in the delivery, and was listened to with marked attention and interest by the large audience which crowded the hall. A motion made by G. E. Emerson, of Boston, for the printing of ten thousand copies, was adopted.

A committee for nomination of officers for the ensuing year was appointed, also a committee on business, and one for the reception of applications for teachers and of teachers for situations.

Invitations were received from the Directors of the Athenæum for members to visit the Library and use its books, and from the Faculty of Brown University to visit its Library and Cabinets, which were accepted with thanks.

Adjourned to 4 o'clock.

On Tuesday afternoon a social meeting took place in one of the ante-rooms to that in which the convention is holden, at which choice refreshments were liberally provided, and fine opportunity afforded for introductions and happy greetings. After an hour of pleasant enjoyment in this way, the Institute was called to order by Professor Caswell, who made a few happy remarks and proceeded to read

a number of appropriate sentiments, which were severally responded to by G. B. Emerson, of Boston, Rev. Dr. Sears, Secretary of the Mass. Board of Education; Mr. Nathan Bishop, Superintendent of Public Schools, of Boston; Mr. Charles Clark, Teacher of Vocal Music in the Public Schools of this city; Rev. Dr. Beecher, of Boston; Professor Greenleaf, of Bradford; and Dr. Hooker, of Yale College.

The pleasures of the occasion were promoted by excellent music by the American Brass Band, and singing by Mr. Clark's choir.

#### SECOND DAY'S SESSION.

WEDNESDAY, August 9.

The Institute met at half past nine o'clock A. M.; the President, Thomas Sherwin, Esq., in the chair.

Prayer was offered by Rev. James N. Granger.

The President read the Report of the Board of Directors for the past year, which Report was accepted.

The Committee appointed to nominate a list of officers for the ensuing year, reported through their Chairman, William D. Swan, of Boston. *Voted*, That the election by ballot take place during the afternoon session.

The President read a communication from Mr. Charles H. Pierson, tendering to the members of the Institute, in behalf of the Board of Directors, the use of the rooms of the Young Men's Christian Association, opposite the Arcade, on Broad street, during the sessions of this body.

On motion of Mr. Metcalf, *Voted*, That a committee of two be appointed to seat the ladies. Mr. Gage, of Roxbury, and Mr. Putnam, Boston, were appointed this Committee.

The Rev. E. B. Huntington, of Waterbury, Ct., having been appointed to lecture at this hour, was introduced to the members by the President. The speaker announced as his subject, *Æsthetic Cultivation*, or the importance and influence of education in developing the beautiful. This he illustrated in the external world by referring to the starry heavens, and to nature in all her varied aspects and unseemly forms as viewed by the savage, yet opening to the educated eye new visions of beauty. The manner in which *Æsthetic Cultivation*, constructed and perfected the beautiful, the speaker proceeded still further to illustrate, by referring to the difference between a savage and an educated community, as seen in their dress, dwellings, vehicles of travel, social manners, &c. He closed by dwelling upon the moral aspect of the beautiful, as infinitely superior to anything exter-

nal, relating to this "terrestrial cosmos." The discourse, although not so practical as most addresses upon similar occasions, was beautifully written throughout, and was well received by an appreciative audience.

The President here announced a song from the choir, under the direction of Mr. Clark, "in the most eloquent language of *Æsthetic Cultivation*;" after which there was a recess of fifteen minutes for social intercourse.

At half past eleven o'clock the Institute listened to a discussion on arithmetic, by Nathan Hedges, Esq., of Newark, N. J., and Dana P. Colburn, Esq., Principal of the State Normal School of R. I.

Mr. Hedges gave an amusing picture of the manner in which arithmetic was taught in his earlier days, when the slate and pencil were handed to him by the teacher, a sum was given him to perform, with instructions to "carry for every ten," accompanied with the promise of a moderate application of hickory unless the work should be correct. A progressive movement in the teaching of arithmetic was the introduction of Dilworth's work, which was copied out verbatim in a foolscap manuscript, with suitable illustrations and embellishments. Another stage of progress was when Dilworth was superseded by Daboll, Adams and Pike. The last stage was the introduction of the blackboard, about the year 1820, and a system of classification. Mr. Hedges, in closing, gave an account of his own experience in teaching during the past forty years.

Mr. Colburn, who, although not the famous Zerah Colburn, of world-wide celebrity, is at least his successor, followed in a most lucid and animated review of the principles which should govern in teaching and illustrating the science under discussion. He commenced by stating that to be a perfect arithmetician, three things were necessary, viz.: 1st. A thorough acquaintance with the nature and uses of numbers. 2d. A knowledge of the various operations indicated by these numbers, and 3d. Such a mental discipline as will enable one to determine at a glance the nature and conditions of an arithmetical problem. If the science of arithmetic is not better understood, and more perfectly understood henceforth, it will at least be no fault of the speaker.

The President read a communication from Mr. H. T. Beckwith, secretary of the Rhode Island Historical Society, inviting the members of the Institute to visit the cabinet of the same on Waterman street, between the hours of two and three.

A letter was also read from the Hon. Horace Mann, of Yellow



Springs, Ohio, excusing his absence from the present sessions of the Institute.

Adjourned till half past two, P. M.

AFTERNOON SESSION.

At half past two, the Institute met pursuant to adjournment, and was called to order by John Kingsbury, Esq., first Vice President.

On motion of Mr. Kingsbury, the President in the chair, *Voted*, That the election of officers be postponed until nine o'clock, Thursday morning.

The President introduced to the Institute, Elbridge Smith, Esq., Principal of the High School, Cambridge, Mass., who delivered a most able address upon the "Claims of Classical Culture upon the American Teachers of American Schools." He commenced by stating that by the term Classics he meant, not the productions of Greece and Rome alone, but the natural productions of the human mind when stimulated to its highest efforts. Hence a Classical literature is the heritage of the Englishman, the Frenchman, and the German, as well as the heritage of the Greek and the Roman. After glancing at the history of some of the schools of England, particularly of the Rugby School, under the charge of Dr. Arnold, as showing both the use and the abuse of the Ancient Classics, the speaker proceeded to illustrate the importance of becoming thoroughly acquainted with the best thoughts of the best minds that have written in the vernacular tongue for the benefit of the human race;—with the Burkes and Websters, the Shakespeares and Miltons, classics of the English language. His views upon the study of the mathematics, as tending but imperfectly, in comparison with most other studies, to develop the faculties of the mind, can hardly be expected to find general favor, although sustained by the testimony of Sir Wm. Hamilton, Bernhardt, Von Weimar, and Prof. Zumpt. In conclusion he spoke eloquently of the Bible as the great classic to be read and studied in all our schools. The address contained many passages of great beauty, and although somewhat lengthy, was well received by the crowded audience.

At the close of the address, the Institute was favored with music by the Choir, under the direction of Mr. Clark.

The following resolutions were introduced by Gideon F. Thayer, of Boston, accompanied by appropriate remarks, and followed by remarks from Prof. Benjamin Greenleaf, of Bradford, Alfred Greenleaf, of Brooklyn, and Mr. Richards, of Washington, viz.:

Whereas, since the last annual meeting of the Institute, our associate and esteemed friend Josiah Holbrook, has been removed by death from the scene of his early labors; therefore,

Resolved, That as lovers of science, of human progress, and of man, we, the members of the American Institute of Instruction, lament the loss to the world of JOSIAH HOLBROOK, one of the original members of the Institute.

Resolved, That in the example of Mr. Holbrook, the young teacher is taught that energy, devotion to duty, and perseverance, will accomplish every reasonable object at which the mind may aim; that a resolute will and fixedness of purpose to one end ever secures eventual success.

Resolved, That our whole community owes a debt of lasting gratitude to the deceased, as having been the father of the system of Lyceums, by which a taste for science has been excited, and the young of our cities and villages been allured from frivolous if not hurtful pleasures, and instructed in subjects which enlarge, elevate and improve the mind and heart.

Resolved, That as teachers and friends of Common School education, we hold in grateful remembrance the life and labors of Josiah Holbrook, who was among the first to introduce into our schools the use of apparatus for the illustration of science, and to recommend the collecting of geological specimens to excite in the young an interest in the formation of the material world.

Resolved, That we sincerely sympathize with the bereaved family of the deceased in their affliction, and trust that the remembrance of his useful life and beneficial efforts in the cause of the universal improvement of man, will abide with them to assuage their griefs.

Resolved, that these resolutions be entered on the records of the Institute, and that a copy of them, signed by the President and Secretary, be transmitted to the family of the deceased.

The above Resolutions, on motion of Mr. Greenleaf, were unanimously adopted.

Resolutions in regard to the untimely death of Prof. Butler, of Louisville, Ky., and the acquittal of Matt. F. Ward, were introduced by Zalmon P. Richards, of Washington, D. C., and seconded by Gideon F. Thayer, of Boston; whereupon a most earnest discussion followed, in which the following gentlemen participated, viz., Z. P. Richards, of Washington; Gideon F. Thayer, of Boston; Prof. Benjamin Greenleaf, of Bradford; Mr. Anthony, of New York; Thomas Baker, of Gloucester; Rev. Mr. Vail of Westerly; Prof. Wm. Grammell, of Brown University; Rev. E. B. Huntington, of Waterbury, Ct.; Jacob Batchelder, of Lynn; Rev. Dr. Beecher, of Boston; Mr. Bulkley, of Williamsburgh, New York; and Dr. Hooker, of Yale College.

Mr. Mason of Louisville, formerly an assistant teacher in Prof. Butler's School, having been called upon, testified to the excellent and amiable disposition of Prof. Butler, and to his uncommon ability as a teacher. Having spent several years in Europe, after gradua-

ting from college, in studying the modern languages and the best modes and systems of instruction, he stood at the head of his profession in that part of the country. No one could teach and speak the German language especially, so well as he. In regard to the provocation on Prof. Butler's part, Mr. Mason testified that there was not the slightest whatever. He also stated that the only fair accounts of the trials were reported in "The Courier" and "The Democrat," of Louisville, copies of which he would be happy to send by mail to any member of the Institute requesting it.

On motion of Rev. Mr. Vail, seconded by Prof. Wm. Gammell, it was voted, that the Resolutions and the subject to which they relate, be referred to a Committee of five, to be appointed by the chair.

The following were accordingly appointed, viz.:

Rev. Mr. Vail, of Westerly, Rhode Island; Rev. Dr. E. Beecher, of Boston; Mr. Z. P. Richards, of Washington; Dr. Hooker, of Yale College; and Mr. Bulkley, of Williamsburgh, New York.

Adjourned till eight o'clock.

#### EVENING SESSION.

At eight o'clock the Institute met pursuant to adjournment, and was called to order by the President.

A communication was read from John Eddy, Esq., Secretary of the Young Men's Christian Union, tendering to the members of the Institute, the use of their rooms on Westminster street, during the sessions of this body.

The President introduced to the Institute the Rev. Edward Beecher, D. D., of Boston, who was received with marked manifestations of applause on the part of the densely crowded audience. The speaker, after remarking that he was present at the opening of this Institute in 1830,—that he had been engaged in teaching during the sixteen subsequent years of his life, that he gloried in the name of a teacher, and that he had never before addressed an assembly having in itself so many centers of power and influence, announced his topic as follows, viz., "The right use of the sensations, emotions, and passions, or more comprehensively, the active principles in the human constitution that produce action in the work of intellectual culture and development." After classifying the moving powers of the mind according to the philosopher Dugald Stewart, he proceeded to give some practical suggestions in regard to the use of these powers, drawn from their nature and from his own experience and observation. These suggestions were illustrated and

enforced by frequent reference to the character and influence of Dr. Arnold, of Rugby School, the model teacher of modern times. The address was delivered with all the eloquence and fervor so characteristic of the Beechers, and was listened to throughout with the deepest attention.

Adjourned till Thursday at nine o'clock A. M.

### THIRD DAY'S SESSION.

THURSDAY, Aug. 10th.

The Institute met at nine o'clock pursuant to adjournment, and was called to order by the President.

Prayer was offered by the Rev. Edwin M. Stone.

Agreeably to the vote of Wednesday, the Institute proceeded to the election of officers for the ensuing year. Messrs. King and Ticknor were appointed to distribute the ballots.

The following persons were unanimously elected officers, as follows:

*President*—Thomas Sherwin, of Boston.

*Vice Presidents*—John Kingsbury, of Providence, R. I.; Samuel Pettes, of Roxbury; Barnas Sears, of Newton; Gideon F. Thayer, of Boston; Horace Mann, of Yellow Springs, Ohio; George N. Briggs, of Pittsfield; Benjamin Greenleaf, of Bradford; Daniel Kimball, of Needham; William Russell, of Lancaster; Henry Barnard, of Hartford, Conn.; William H. Wells, of Westfield; Dyer H. Sanborn, of Hopkinton, N. H.; Alfred Greenleaf, of Brooklyn, N. Y.; Cyrus Pierce, of Waltham; Solomon Adams, of Boston; Nathan Bishop, of Boston; William D. Swan, of Boston; Charles Northend, of Danvers; Samuel S. Green, of Providence, R. I.; Roger S. Howard, of Bangor, Me.; Benjamin Labaree, of Middlebury, Vt.; Thomas Cushing, Jr., of Boston; Rufus Putnam, of Salem; Ariel Parish, of Springfield; Leander Wetherell, of Amherst; Ethan A. Andrews, of New Britain, Conn.; Thomas Baker, of Gloucester; John Batchelder, of Lynn; Daniel Leach, of Roxbury; Amos Perry, of Providence, R. I.; Nathan Hedges, of Newark, N. J.; Christopher T. Keith, of Providence, R. I.; Wm. J. Adams, of Boston; Lorin Andrews, of Columbus, Ohio; John D. Philbrick, of New Britain, Conn.; Xenophon Heywood, of Amsterdam, N. Y.; James F. Babcock, of New Haven, Conn.; Thomas H. Burrowes, of Lancaster, Pa.; Worthington Hooker, of New Haven, Conn.; Zalmon Richards, of Washington, D. C.

*Recording Secretary*—D. B. Hagar, of Jamaica Plain.

*Corresponding Secretaries*—George Allen, Jr., of Boston; A. M. Gay of Charlestown.

*Treasurer*—Wm. D. Ticknor, of Boston.

*Curators*—Nathan Metcalf, of Boston; Jacob Batchelder, of Lynn; Samuel Swan, of Boston.

*Censors*—Charles J. Capen, of Boston; Joseph Hale, of Boston; Joshua Bates, Jr., of Boston.

*Counselors*—Daniel Mansfield, of Cambridge; Samuel W. King, of Lynn; D. P. Galloup, of Lowell; A. A. Gamwell, of Providence, R. I.; Elbridge Smith, of Cambridge; Solomon Jenner, of New York; F. N. Blake, of Barnstable; Chas. Hutchins, of Providence, R. I.; Leonard Hazeltine, of New York; David S. Rowe, of Westfield; Samuel W. Bates, of Boston; D. N. Camp, of New Britain, Conn.

On motion of Mr. Ticknor, of Boston, *Voted*, That the Report of the Board of Directors for the year past be taken from the table and read.

On motion of Prof. Greenleaf, *Voted*, That the Report be accepted and referred to the Censors.

Samuel Austin, of Providence, introduced a series of resolutions in favor of the establishment of evening schools for that class of our population who are unable to attend our day schools. These resolutions were earnestly advocated by the Rev. Dr. Caswell, of Brown University, Mr. Bulkley, of Williamsburgh, New York, and the Rev. E. M. Stone, of Providence; after which they were unanimously adopted.

The President introduced to the Institute, Dr. S. Gregory, Secretary of the Female Medical College, Boston, who made a few remarks explanatory of that institution.

The President announced that a meeting of the Board of Directors would be held immediately after the adjournment of the morning session.

The President also stated that two female teachers of the highest order were wanted for the High School at Hartford, Conn.; applications to be made to the Principal, Mr. Curtis.

The Committee appointed to draft a series of Resolutions, relative to the untimely death of Prof. Butler, and the acquittal of Matt. F. Ward on trial for his murder, reported through their Chairman, the Rev. Mr. Vail, of Westerly, R. I., the following, viz.:

Resolved, That in the untimely death during the past year, of Prof. H. W. G. Butler, of Louisville, Kentucky, by the hand of violence, and in circum-

stances of peculiar aggravation, the profession to which the members of this Institute are devoted, has lost one of its brightest ornaments, and that we deeply sympathize with his surviving relations in their sad bereavement.

Resolved, That the practical assumption by any portion of society, of exemption from the claims of justice, or of superiority in honor or desert to those worthily engaged in a profession so indispensable and honorable as that of teaching, or in any other honest employment, is equally at war with truth and the public good.

Resolved, That in the entire acquittal of Matt. F. Ward, though obviously and undeniably guilty of an act of unparalleled atrocity, those great principles of law and justice, upon which the welfare and protection of the social system depends, have been grossly outraged and dishonored.

Resolved, That the strong expressions of opinion and feeling condemnatory of the false code, which, in personal controversies, justifies the employment of brute force in the place of argument and remonstrance, and substitutes the weapon of the assassin for the arm of the law—(under the influence of which code the tragedy at Louisville was consummated)—which have been universally and spontaneously uttered in all parts of our land, and especially in the State where this painful tragedy occurred, are encouraging indications of the spread of that right public sentiment, which recognizes in the supremacy of the law, the only just and safe authority for the punishment of the wrong doer and for the security of the citizen.

Resolved, That when from local perversions of principle, or the power of social combinations, or any other cause, our judicial tribunals fail to protect the rights of any class of the community, it is the duty of the wise and the good to discountenance the resort to private self-defense by deadly weapons, which such a state of things tends to produce, by the formation of an all pervading public sentiment that shall inflict the highest moral penalties on those who have escaped the claims of justice, and assure those whose interests are endangered, of universal sympathy, support and protection.

Resolved, That a copy of these resolutions be transmitted to the family of the deceased.

These resolutions were unanimously adopted, after remarks from the Rev. Dr. Caswell, of Brown University, Alfred Greenleaf, of Brooklyn, Benj. Greenleaf, of Bradford, and the Rev. Thomas Williams, of Providence.

The First Vice-President, John Kingsbury, Esq., here announced that arrangements had been made by friends in Providence, for a moonlight excursion on the Narragansett Bay, at a quarter before seven, and that tickets would be furnished to the members of the Institute, teachers, and friends, by the distributing Committee, Messrs. Grinnell and Doyle.

At fifteen minutes past ten, the President introduced to the Institute, W. Hooker, M. D., of Yale College, who announced as the subject of his Lecture, "The Prominence which should be given to **FACTS** in Education." The speaker referred to the physiological



fact, that all the minutest feelings are expressed by the muscles, either of the face or of other parts of the body, and that the material of knowledge of all kinds is communicated through the senses, by means of which, combinations and impressions are made in the mind itself. The general idea of the lecture was, that the chief material of knowledge, or **FACTS**, should be the principal subject of instruction; and he aimed especially to combat the general error of teaching abstract ideas or general truths. The lecture was very excellent in itself, but, like some which preceded it, somewhat too long for the occasion.

As an illustration of the "expression of the muscles," the Institute listened to some excellent music from the Choir, after which there was a short recess.

At quarter before twelve, the subject of geography was discussed by Richard Edwards, Esq., of Salem, Mass. The gentleman who was to have opened the discussion, George Allen, Jr., Esq., of Boston, was obliged to leave the city for home in consequence of indisposition. Mr. Edwards proceeded to some of the prominent deficiencies in teaching geography, and some of the remedies for these deficiencies. We regret that we have not time for an extended account of his very interesting and instructive remarks.

On motion of Mr. Colburn, *Voted*, to adjourn till half past two o'clock P. M.

#### AFTERNOON SESSION.

At quarter before three, the Institute met, and was called to order by the President.

Mr. Gideon F. Thayer, of Boston, introduced the following resolutions, which were unanimously adopted, after a few well chosen remarks by the mover:

Resolved, That the thanks of this Institute be presented to the Rhode Island Institute of Instruction, for the active and efficient measures by them adopted, whereby our present meeting has been one of the most agreeable, and the very largest that has ever assembled, since the formation of this Association.

Resolved, That we recognize in JOHN KINGSBURY, our first Vice-President, the moving power which has actuated, not only the Rhode Island Institute, over which he presides, but also the other institutions, in preparing for our reception in the city of Providence.

Resolved, That the warm and cordial welcome extended to us on our arrival, by the Rhode Island Institute, the State Commissioner of Public Schools, the School Committee of Providence, and the Faculty of Brown University, has been more than redeemed by the friendly arrangements of which we have been the subjects during the present session.

Resolved, That our hearty thanks are due to the inhabitants of Providence,



for the elegant and generous hospitality extended to us during our visit. Other cities have done nobly as our hosts, but the city of Roger Williams has excelled them all.

Resolved, That the thanks of this Institute be presented to the Young Men's Christian Association, the Young Men's Christian Union, and the Rhode Island Historical Society, for the civilities kindly extended to us by them; also to the musical performers who have contributed so much to our enjoyment during our sessions.

Resolved, That our thanks be presented to the Eastern, Western, Providence and Worcester, Boston and Providence, Norfolk County, and New York Central railroad corporations, for the facilities furnished by them, whereby so large a gathering of the friends of education has been secured at our present session.

Resolved, That the public press is entitled to our grateful remembrance, for the favor with which it has noticed our meeting and its objects.

Resolved, That our thanks be given to the gentlemen who have furnished us with lectures and addresses during the session, and that they be requested to grant us copies for publication.

The President introduced to the Institute, George Sumner, Esq., of Boston, who for upward of an hour held the large assemblage in rapt attention. After a beautiful and appropriate introduction, the orator proceeded to give his views in regard to Education in Europe, the results for the most part of his own personal observation. He dwelt particularly upon the condition of Holland, France, Greece, and Ireland, as presenting important points for the consideration of the popular educator. Beauty, wit, sentiment, and anecdote, abounded throughout the address. His closing remarks addressed to the President and members of the Institute, in regard to their future duties and responsibilities as teachers, were truly impressive.

The Institute was favored by the choir with their usual excellent music.

The President made a few closing remarks, in which he alluded to the happy circumstances under which they had assembled at this their annual gathering, and to the unlimited hospitalities of the citizens of Providence. He spoke particularly of Brown University, an institution which of all others he cherished and revered as lending the whole weight of her influence to this occasion. Were he a young man, he said, just entering upon life, he would not for a moment hesitate to place himself within her walls, under the instructions of her honored head, President Wayland, and his worthy coadjutors. He closed by bidding the members of the Institute an affectionate farewell, hoping to meet them all one year hence.

Adjourned *sine die*.

Thus closed the twenty-fifth annual meeting of the American Institute of Instruction, an occasion long to be remembered in the annals of popular education. The sessions throughout were charac-

terized by great earnestness and zeal, harmony of speech and action, and social enjoyment. We doubt not the members and teachers will return to their avocations with a renewed sense of their obligations as well as of their high calling and privileges.

---

## Resident Editor's Department.

### WHAT IS DOING IN CONNECTICUT FOR THE IMPROVEMENT OF SCHOOLS.

We once heard the venerable Dr. Beecher remark that if he should write a book containing all that he *never did and never said*, it would make a very large volume. If we should write all that has not been done, or all that ought to be done for the improvement of our schools, it would make a large book. That task we do not at present propose to ourselves. We turn it over to the grumblers. We prefer the more pleasing office of heralding the glad tidings of progress.

In a former number we had the unspeakable pleasure of recording the liberality of the Legislature to our Association and to the Teachers' Institutes. But the subsequent action of the Legislature in relation to the improvement of schools was far more important. In a future number we shall publish the Acts in full. We have space and time now only to allude to them.

First. An act was passed *requiring* towns to raise a one per cent. tax for the support of schools, thus restoring that vital element of the ancient Connecticut school system, which was abolished thirty years ago. This is the Promethean spark which will kindle the dead system into life and activity. True, the tax is small, almost insignificant in comparison to the ample means of the State. It is only *three-tenths of a mill on a dollar of the taxable property*, whereas, in the State of Ohio, the State tax for schools is *one and a half mills*. It will yield in the aggregate about \$65,000, which is rather more than two-fifths as much as is derived from the school fund. But the amount is not now so important as the re-establishment of the principle.

Secondly. A law has been enacted providing for the consolidation of school districts. It does not provide for the union of two or three districts, but for the union of all the districts in any town or city so as to form one district. It is left optional with towns and cities to adopt it or not as they see fit, which will, of course, disarm all serious opposition to it, and put it beyond the reach of demagogues. It may be found necessary to modify some of the details of the law, but its general features will stand the test of the severest scrutiny. It is a movement in the right direction. Till within about a half a century the school system of Connecticut was administered town-wise. So it was in Massachusetts, for both systems were substantially the same. When that part of the system was changed, the schools in Connecticut began to decline, and when, about twenty years later, taxation for their support was abolished, the life of the system died out. *Taxation and Consolidation*, let these features be restored to the system, and it will live again.

Thirdly. The Public Act allowing districts to take land for school-house

sites. This law will relieve many districts from the difficulty they have experienced in securing the right spot for a school-house. We can see no reason why land should not be taken for such a purpose as well as for highways, railroads and cemeteries.

**A NEW HIGH SCHOOL.** We are pleased to learn that the ground has been broken for another high school in this county. Its location is to be in the pleasant borough of Guilford, and its situation is one of the pleasantest in the State. It is to be built of a fine gray stone, in appearance much resembling the Quincy granite, and of dimensions ample to accommodate a large number of pupils. The stone which is to compose the structure is now being quarried from a ledge within fifty feet of the site of the building. A good beginning in the way of endowments has been made; a benevolent lady of the village (the mother of the late F. R. Griffin, Esq.) having donated \$10,000 to the institution, and S. B. Chittenden, Esq., of New York, (a native of Guilford,) having pledged an equal amount; it is believed that nearly or quite another \$20,000 will be subscribed by the residents of the town, and those who pride themselves in ranking it as their birthplace. S. M. Stone, of this city, is the architect of the building. He is now engaged in making the necessary drafts.

*N. H. Palladium.*

**TEACHERS' INSTITUTES.** The following is the arrangement for the fall Institutes. Each Institute will commence on Monday evening and close on Friday evening. New Haven Co., at Waterbury, Oct. 2. Hartford Co., at Bristol, Oct. 9. New London Co., at Norwich, Oct. 23. Windham Co., at Willimantic, Oct. 30. Litchfield Co., at Litchfield, Nov. 6. Fairfield Co., at Danbury, Nov. 13. Tolland Co., at Rockville, Oct. 30. Middlesex Co., at Clinton, Nov. 27.

#### NOTICES OF BOOKS.

*Preservation of Health and Prevention of Disease*, including practical suggestions on Diet, Mental Development, Exercise, Ventilation, Bathing, Use of Medicines, Management of the Sick, &c. By B. N. COMINGS, M. D., Author of "Principles of Physiology," "Class-Book of Physiology," &c., and Professor of Physiology, Chemistry and Natural History in the Connecticut State Normal School. Pp. 207. D. Appleton & Co., New York.

This work is designed more especially for popular reading. It is written in a clear, energetic style. It is free from all extravagancies. It is not a *one-idea* book. It is full of the physical gospel. We are inclined to regard it as the best thing yet produced from the American press to teach the Art of Health.

*Class-Book of Physiology*, for Schools. Second edition, enlarged and improved; by the same author. D. Appleton & Co., New York.

An excellent *class-book* it is. There are several works of much merit on this subject now before the public, but they are not all well adapted to the school-room. This one is. That is its peculiar merit.

*Companion to the Class-Book of Physiology.* By the same author.

The Companion contains the *plates* of the class-book, accompanied with questions, to facilitate a method of teaching the sciences, adopted by J. W. P. Jenks, Principal of Peirce Academy, Middleboro, Mass., and one of the foremost teachers in New England.